January Number Corner – Gr. 3

Calendar Grid Pocket Chart
Remember to consult a calendar for the starting day of this month and year.

Number Line Fractions
In two of this month's Number Line activities, you'll make a display showing five 0–1 number lines divided into fractional amounts. Keep the number lines on display through February.

Calendar Grid Observations Chart
You might use 24"× 36" chart paper. If you laminated a sheet in previous months, you can erase and reuse it now.

Calendar Collector Collection & Record Sheet
Students will roll for and collect random amounts of minutes during Calendar Collector this month, calculating elapsed and total time and recording the time on progressing paper clocks (made from the Paper Clocks Teacher Master). See the Preparation section of the workout for more information.

January Materials Needed

Materials	
Copies	Run copies of Teacher Masters T1–T10 according to the instructions at the top of each master.
	If students do not have their own Number Corner Student Books, run a class set of pages 24–30.
	Run a single display copy of Number Corner Student Book pages 24–30.
Charts	Prepare the Calendar Grid Observations Chart, Calendar Collector Record Sheet, and the chart for this month's Number Line activities according to preparation instructions in each workout.
Paper Cutting	Before Calendar Grid Activity 2, cut apart strips of shapes from copies of the Wholes Teacher Master.
	Before Calendar Collector Activity 1, run copies of the Paper Clock Faces Teacher Master and cut out the clock faces. On one clock face, draw minute and hour hands pointing to the 12 for 12:00. Post the clock with the record sheet. Save room for about 15-16 more clock faces below or next to this one. You might store the remaining clock faces in a plastic bag pinned nearby.
	Before Number Line Activity 1, cut and label construction paper strips according to preparation instructions in the workout.
	Before Number Line Activity 3, copy and cut out Freddie the Fraction Frog and prepare a number line, according to preparation instructions in the workout.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

feet	array*	a.m.
foot (ft.)*	divide*	analog
grams	equal*	day
hundreds	equation*	digital
line plot*	factor*	elapsed time*
round	multiple*	hour (hr.)
tens	multiply*	minute (min.)
time	pattern*	p.m.
equation*	product*	second (sec.)
estimate*	skip-count	week
unknown	strategy	number line*

comparison
denominator*
divide*
equal*
equivalent fractions*
fraction*
greater than
less than
numerator*
ordering
part
whole

Literature Connections:
- *The Lion's Share* by Matthew McElligott
- *The Wishing Club: A Story About Fractions* by Donna Jo Napoli
- *Full House: An Invitation to Fractions* by Dayle Ann Dodds
- *Polar Bear Math* by Ann Whitehead Nagda
- *Apple Fractions* by Jerry Pallota
- *How to Tell Time on Digital and Analog Clocks!* by Jules Older
- *Time (Math Counts)* by Henry Pluckrose
- *Lots of Ladybugs: Counting by Fives* by Michael Dahl
- *Toasty Toes: Counting by Tens* by Michael Dahl
- *Inchworm and a Half* by Elinor J. Pinczes
- *Length* by Henry Arthur Pluckrose

January: Day 1

C. Grid: 1-Introducing the Calendar Grid (p. 8)
1. Post calendar markers through the current date
2. Students share observations and make predictions about the theme of the pattern.
3. Model filling in the Observation Chart with student input.
4. Have students make a prediction about the next calendar marker

Calendar Grid Observations

Date	Color	Shape	Fraction	Observations
1	purple	hexagon	$\frac{1}{1} = 1$	1 whole. It's all shaded

January: Day 2

C. Collector: 1-Introducing the January Calendar Collector (p. 16)
1. Brainstorm and collect information about what students know about time
   a. Ask the following questions:
      i. What time is it right now?
      ii. How can we find out what time it is?
      iii. What does it mean to be "on time?"
      iv. How long is a minute? An hour? How many hours in a day?
   b. Ask students what activities would take a few minutes, an hour, and several hours.
2. Explain that you will collect time for Calendar Collector. Show the prepared paper clock face.
   a. Ask students what time is shown on the paper clock
   b. Have a student roll two 1-6 dice and multiply the two numbers.
      i. What time would it be if they added the amount rolled to the clock
   c. Then post a new clock face and ask students how to show the new time on it
3. Introduce the Calendar Collector Record Sheet. Complete the first 3 columns with student input
   a. The day will be 1, the amount rolled is what the student rolled with the dice, the time is the number of minutes after 12 that were rolled
4. Introduce *elapsed time* using the Word Resource Card (how much time has passed between 2 points of time).
   a. Show students how to fill in the 4th column
5. Explain that in the 5th column, they will keep track of how much time has passed each day and how much time has passed over all.
6. Have students summarize the update procedure.

January: Day 3

C. Grid: Update
1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.

C. Collector: Update
1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
2. Post a new paper clock face and draw minute and hour hands on it to show the new time.
3. Update the record sheet to show the day, number of minutes adding, the resulting time, and the amount of time that has elapsed since the previous day and since the beginning of the month.

Comp. Fluency: 1-Multiplying by Ten (p. 24)
1. Display the Tens Facts Teacher Master and use it to review multiplying by 10.
   a. Ask students to look at the arrays. Where do they see the parts of each multiplication problem?
   b. Read the paragraph above the two arrays. Where do they see the parts of the problems in the arrays? (10 is the number of squares in each row or column, the other number says how many rows or columns of 10 there are.)
   c. Discuss the problems at the bottom of the page one at a time.
2. Display the Multiplication Table Number Corner Student Book page 20. Ask students to look for the Tens facts on the table. Where do they see that facts? What patterns do they notice?
   a. Mark the Tens facts lightly in blue.
3. Display the Multiplying by Ten Number Corner Student Book page 26 and read the poem out loud. Have students read it with you the second time.
   a. Give students time to complete the page independently.
   b. Review the products for number 2 so students can check their work. Have students circle any they did not get correct.

5	7	3	1	11	8	12	6	2
50	70	30	10	110	80	120	60	20
10	8	11	0	9	5	0	12	4
100	80	110	0	90	50	0	120	40

January: Day 4

C. Grid: Update
1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.
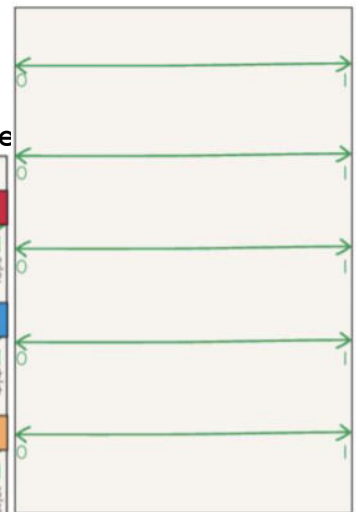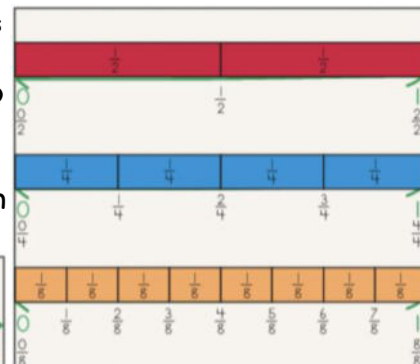
C. Collector: Update
1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
1. Post a new paper clock face and draw minute and hour hands on it to
2. show the new time.
3. Update the record sheet to show the day, number of minutes adding, the resulting time, and the amount of time that has elapsed since the previous day and since the beginning of the month.

Number Line: 1-Making Fractions on a Number Line (p. 28)
1. Show students the prepared chart paper. What do they notice? What other numbers could they write on these number lines?
1. Tape one red strip on the first number line. Make a mark on the number line at the end of the red strip. Ask students how to label this point.
1. Label the point ½ and add the second red strip to the number line. (Label each strip itself as ½.)
1. Repeat with the blue and orange strips.
2. Ask a student to point to ⅜. Where do they see, on all 3 lines, fractions that are less than ⅜ and fractions that are greater than ⅜.

January: Day 5

C. Grid: Update
1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.

C. Collector: Update
1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
2. Post a new paper clock face and draw minute and hour hands on it to show the new time.
3. Update the record sheet to show the day, number of minutes adding, the resulting time, and the amount of time that has elapsed since the previous day and since the beginning of the month.

Solving Problems: 1-Multi-Step Story Problems (p. 34)
1. Display the Making Cookies page showing only the first problem. Read the problem aloud and ask students what they notice about the problem. Is there anything different from other story problems they have solved?
2. Help students work together to determine what operations they need to perform to solve the problem.
3. After confirming that this problem involves more than one question, have students work with a partner to solve the problem.
4. Have students share their thinking with the class.
5. Clarify and extend students' understanding that multi-step problems involve answering more than one question to get the final solution.
    a. Ask students to identify what questions they had to answer, what calculations they had to perform to answer them, and how they could be certain they were finished solving the problem.
6. Show problem 2 and read it aloud. Ask students to think about the steps they will need to complete to solve the problem. Then, give students time to solve the problem.
    a. Again, ask students to identify what questions they had to answer, what calculations they had to perform to answer them, and how they could be certain they were finished solving the problem.

January: Day 6

C. Grid: Update
1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.

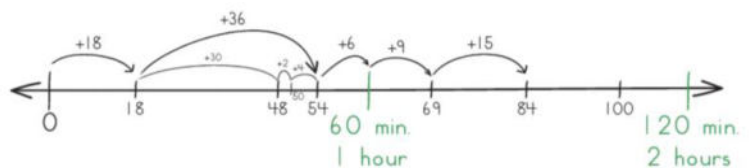### C. Collector: 2-Making Observations (p. 19)
1. Ask students what time it is now. Explain how they can tell the time based on the position of the hour and minute hand.
2. Have students get their whiteboards, erasers, & markers. Give students a few minutes to study the record sheet.
3. Invite students to share observations or questions they have.
1. Have the student helper complete the update procedure while the class shows their answers on their whiteboards.

Collecting Minutes & Hours Record Sheet

Day	Amount Rolled	Time	Elapsed Time	Total Time
1	18	12:18	18 minutes	18 minutes
2	36	12:54	36 minutes	54 minutes
3	6	1:00	6 minutes	60 minutes or 1 hour
4	9	1:09	9 minutes	69 minutes = 1 hour 9 min.
5	15	1:24	15 minutes	84 minutes = 1 hr. 24 min.

5. Have students share any patterns they notice.
6. Draw an open number line with a zero at the left. Work with students to use it to show the number of minutes they added each day.
    a. Discuss and add one increment at at time. Be sure to note where the hours are.
7. Ask students what time it is now. What time be in 15 minutes? What time was it 15 minutes ago?

January: Day 7

C. Grid: 2-Comparing Fractions of the Same Whole (p. 10)

1. Have students check that each written fraction matches the calendar. Where do they see the numerator and denominator for each fraction in the calendar marker?
2. Review the terms *numerator and denominator* using the word resource cards.
3. Work with the whole class to compare pairs of fractions that are shown on the same whole (make sure equivalent fractions are recorded on the observation chart)
   a. Focus on these pairs:
      i. ½ and ⅛ shown on the circle on markers 2 and 6
      ii. ¼ and ½ shown on the square on markers 4 and 8
      iii. ⅙ and ⅓ shown on the hexagon on markers 5 and 9
   b. Be sure to explain that these comparisons are only valid because the fractions are shown on the same whole. Show markers 3 and 9- both show ⅓ of the shape but they are not equal because they are ⅓ of a different whole.
   a. Record the comparisons:
      i. ½ > ⅛ and ⅛ < ½   ¼ < ½ and ½ > ¼   ⅙ < ⅓ and ⅓ > ⅙
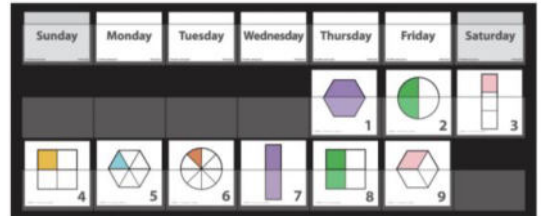
1. Give each student a strip of circles from the Wholes Teacher Master. Have students show how many eighths they would need to fill in to make a fraction that is exactly equal to the ½ circle shown on marker 2.
   a. Discuss their work as a class. Introduce the term *equivalent fractions* using the word resource card
   b. Write an equation to express that these fractions are equal 4/8 = 1/2
   c. If time, repeat with markers 5 and 9
2. Ask students to make predictions about how the pattern will continue.

C. Collector: Update

1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
2. Post a new paper clock face and draw minute and hour hands on it to show the new time.
3. Update the record sheet.
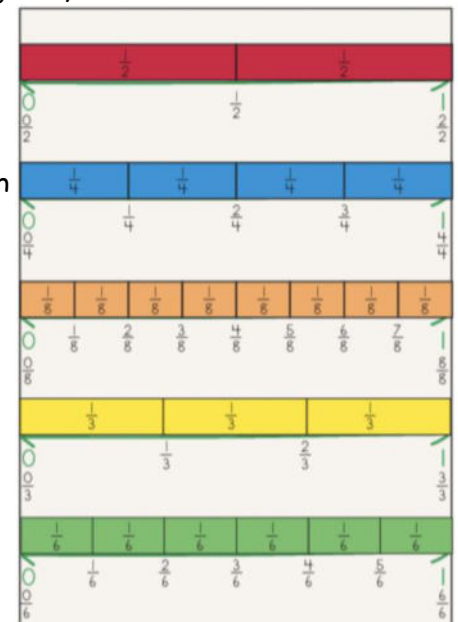

January: Day 8

C. Grid: Update

1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.

C. Collector: Update

1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
2. Post a new paper clock face and draw minute and hour hands on it to show the new time.
3. Update the record sheet to show the day, number of minutes adding, the resulting time, and the amount of time that has elapsed since the previous day and since the beginning of the month.

Number Line: 2-Making Fraction Comparisons on the Number Line (p. 30)

1. Have a student add 1 yellow strip to the 4th number line. Have students share estimates of what the strip represents.
1. Add the other 2 strips to the number line and label each ⅓, and label the points on the number line 0/3, ⅓, ⅔, and 3/3.
1. Repeat with the green strips.
2. When the number lines are complete, have students compare some fractions.
   a. Which is greater, 2/4 or ⅝? How can you tell? (⅝ > 2/4)
   b. Which is smaller, ¼ or ⅜? How can you tell? (¼ < ⅜)
   c. Identify a fraction and ask students to name fractions (from any number line) that are less than that fraction. Ask them to justify their thinking. Record their comparisons using < and > symbols.
   a. Repeat by naming a fraction and asking for fractions that are greater than that fraction.
   a. Then ask for fractions that are equal.

January: Day 9

C. Grid: Update
1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.

C. Collector: Update
1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
2. Post a new paper clock face and draw minute and hour hands on it to show the new time.
3. Update the record sheet to show the day, number of minutes adding, the resulting time, and the amount of time that has elapsed since the previous day and since the beginning of the month.

Solving Problems: 2-Estimating & Reasoning (p. 36)
1. Ask students why it is helpful to estimate answers before solving.
2. Display the Food Drive: Estimating & Reasoning Number Corner Student Book page 30. Read the directions aloud. Read the first problem aloud including parts a, b, and c.
   a. Ask students what the problem is asking and what they need to solve in order to answer the question. Have students turn to a partner and make a reasonable estimate. Have a few pairs share their thinking.
   b. Have students record their estimates for part a and then solve parts b and c of the first problem.
   c. Discuss how students used their estimates to help determine if their answers were reasonable or not.
3. Read the second problem as a class and give students time to solve all of the parts. Students should share their work with a classmate when they are done.

January: Day 10

C. Grid: Update
1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.

C. Collector: Update
1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
2. Post a new paper clock face and draw minute and hour hands on it to show the new time.
3. Update the record sheet.

Comp. Fluency: 2-Multiplying by Five (p. 25)
1. Display the Half-Tens Facts Teacher Master and use it to review multiplying by 5. Let students know we call the x5 facts Half-Tens facts.
   a. Have students look at the arrays. Where do they see the parts of each multiplication problem in the arrays?
   b. Read the paragraph above the arrays. Where do they see the parts of the problems in the arrays? (They product of each number and 5 is half the product of that same number and 10. The arrays for each x5 fact are half the size of the corresponding x10 arrays.)
   c. Discuss the problems at the bottom of the page one at a time.
2. Display the Multiplication Table Number Corner Student Book page 20. Ask students to look for the Half-Tens facts on the table. Where do they see that facts? What patterns do they notice?
   a. Mark the Half-Tens facts lightly in green.
3. Display the Multiplying by Five Number Corner Student Book page 27 and read the poem out loud. Have students read it with you the second time.
   a. Give students time to complete the page independently.
   b. Review the products for number 2 so students can check their work. Have students circle any they did not get correct.

25	5	7	3	1	11	8	12	6	2
	35	15	5	55	40	60	30	10
	10	8	11	0	9	5	0	12	4
50	40	55	0	45	25	0	60	20

January: Day 11

C. Grid: 3-Comparing & Ordering Fractions (p. 12)
1. Have the student helper post the calendar marker for today. Fill out the observation chart with input from the class.
2. Explain that students will write comparison statements using <, >, and = on their whiteboards.
   a. Review how to use each symbol (January page 12 in Number Corner teacher guide has a sample lesson if needed)
3. Have the student helper remove all calendar markers with a rectangle and place them on the whiteboard shelf. Explain that because all these markers have the same whole, the fractions can be compared.
   a. Have students select a pair of fractions and write a comparison statement on their whiteboards
   b. As students share their statements, have them use their calendar markers to explain
   c. Explicitly explain equivalent fractions when you place the markers in order from smallest to greatest
4. Repeat with other shapes if time

C. Collector: Update
1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
2. Post a new paper clock face and draw minute and hour hands on it to show the new time.
3. Update the record sheet.

January: Day 12

C. Grid: Update
1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.

C. Collector: 3-Completing the Time Page (p. 21)
1. Have the student helper complete the update procedure with help from the class.
2. Display Number Corner Student Book page 25. Review the directions for each problem. Give students time to complete the page. (Have clock dials available for students to use.)
3. As students finish, have them share their answers with a partner. If their answers differ, they should explain their thinking.

Time

1 What time is it?

2 Choose one of the clocks above and figure out what time it was 15 minutes ago and what time it will be 15 minutes from now. Circle the clock you chose.

a 15 minutes ago: _____

b 15 minutes from now: _____

3 Paula went to the library at 3:15. She left the library at 3:50 and went outside to the park. She stayed at the park for 20 minutes and then left to go home. It took her 15 minutes to walk home.

a How long did Paula stay at the library? Explain your thinking.

b What time did Paula get home? Explain your thinking.

4 Max's bus leaves at 8:05. It takes him 5 minutes to get dressed, 15 minutes to eat breakfast, and 10 minutes to walk to the bus. If Max gets up at 7:30, will he get to his bus on time?

January: Day 13

C. Grid: Update
1. Post one or more calendar markers to the current day.
2. Update the Calendar Grid Observation Chart.

C. Collector: Update
1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
2. Post a new paper clock face and draw minute and hour hands on it to show the new time.
3. Update the record sheet.

Number Line: 3-Freddie the Fraction Frog (p. 32)
1. Open with a warm-up comparing fractions on the number lines. Students will write their answers on their whiteboards.
   a. Name a pair of fractions and have students write a comparison statement. Below are examples (be sure to switch between the first and second row).
      i. ½ and ⅓, ⅙ and ⅛, 2/6 and 2/8, ¾ and 3/6
      ii. ⅔ and ⅓, ¾ and ¼, ⅝ and 2/8, ⅚ and 2/6
   b. Name a fraction and ask students to:
      i. Name a fraction from any number line that is less than, greater than, and equal to that fraction.
      ii. Name a fraction with the same numerator and tell whether it is greater or less than the fraction.
      iii. Name a fraction with the same denominator and tell whether it is greater or less than the fraction.
2. Introduce Freddie the Fraction Frog. Show students the new empty number line. Explain that Freddie will pop up in random places on the number line. Students will need to figure out where exactly he is on the line. (He will only be on a point that has a denominator of 2, 3, 4, or 6.)
3. Play a sample round. Place Freddie on the ¾ mark on the number line. Call on students to guess the location. Respond only by saying whether Freddie is higher or lower than their guess. When students guess the location, the round is finished.
4. Answer any questions about the game and then play a few more rounds (as time allows).

January: Day 14

C. Grid: Update
1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.

C. Collector: Update
1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
2. Post a new paper clock face and draw minute and hour hands on it to show the new time.
3. Update the record sheet.

Solving Problems: 3-Equations (p. 38)
1. Display the Equations for Multi-Step Story Problems Teacher Master showing only the first problem. Students have seen this problem before. They are going to use it to practice thinking about how equations can be used to represent problems. Read the problem aloud and ask students which equation best fits the problem (both b and d are acceptable).
2. Display the second problem and read it aloud. Ask students to think about which equations best fits this problem. Have them turn and talk with a partner to share their thinking. Then, invite students to share their thinking with the class.
3. Repeat with the third problem.
4. If there is time remaining, have students look over pages 29 and 30 in their Number Corner Student Books and write an equation for one or more of the problems. Give students time to share their equations at the end of the session.

January: Day 15

C. Grid: Update
1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.

C. Collector: Update
1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
2. Post a new paper clock face and draw minute and hour hands on it to show the new time.
3. Update the record sheet.

Comp. Fluency: 3-Scout Them Out (p. 26)
1. Display the Multiplication Table page. Have students share what they notice.
1. Display Scout Them Out (10, 5) while students find it in their number corner books.
   a. Read the directions aloud. Work with students to circle each kind of fact in the specified color.
   a. Give students time to work on the page independently.
   a. Have students share their answers with a partner.

January: Day 16

C. Grid: Update
1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.

C. Collector: Update
1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
2. Post a new paper clock face and draw minute and hour hands on it to show the new time.
3. Update the record sheet.

Number Line: 3-Freddie the Fraction Frog (p. 32)
1. Review Freddie the Fraction Frog. Show students the empty number line. Explain that Freddie will pop up in random places on the number line. Students will need to figure out where exactly he is on the line. (He will only be on a point that has a denominator of 2, 3, 4, or 6.)
2. Play a sample round. Place Freddie on the ⅔ mark on the number line. Call on students to guess the location. Respond only by saying whether Freddie is higher or lower than their guess. When students guess the location, the round is finished.
3. Answer any questions about the game and then play a few more rounds (as time allows).

January: Day 17

C. Grid: Update
1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.

C. Collector: 4-Concluding the January Calendar Collector (p. 22)
1. Have students share observations and questions. Then have the student helper complete the update procedure with help from the class.
1. Draw a number line (like Activity 2) and use it to add the number of minutes you added over the past 5 days.
1. Show the Hector Goes to the Fair Teacher Master and read the story. Answer any questions about the story.
1. Have students pair up and choose one of the options below the story and figure out how long Hector spent visiting certain places at the fair. (They can use their math notebooks to record their answers.)
1. Invite students to share their thinking. As students share, encourage them to think about what happens when they multiply a number by 10 (the value of the number is 10 times as much).

Hector Goes to the Fair

Hector loves going to the County Fair every year. He rides the ferris wheel, plays games, eats snacks, and more. This year, Hector spent about 10 minutes each time he did an activity at the fair. Figure out how long Hector spent on various activities at the fair.

1 Hector rode the ferris wheel 4 times. How long did Hector spend at the ferris wheel?

ex 4 times 10 minutes = 4×10

$10 + 10 + 10 + 10 = 40$

Hector spent 40 minutes on the ferris wheel.

2 Hector did the go-carts 6 times. How long did Hector spend at the go-carts?

3 Hector went on the merry-go-round 3 times and visited the arcade 5 times. How long did Hector spend on the merry-go-round and the arcade together?

4 Hector went on a hayride 2 times and played field games 9 times. How long did Hector spend on the hayride and playing field games together?

5 Solve:

$7 \times 10 =$ _____ $8 \times 10 =$ _____

$(4 \times 10) + (5 \times 10) =$ _____ $(7 \times 10) + (8 \times 10) =$ _____

Number Corner Grade 3 Teacher Masters   T3   © The Math Learning Center | mathlearningcenter.org

---

January: Day 18

C. Grid: Update
1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.

C. Collector: Update
1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
2. Post a new paper clock face and draw minute and hour hands on it to show the new time.
3. Update the record sheet.

Assessment: Number Corner Checkup 2, Part 1 (p. 42)
1. Remind students that a Checkup is a way to help you and the students spot their strengths and weaknesses on skills that have been taught so far. It helps you do a better job of teaching to know what they already know.
    a. Remind students to listen carefully to the directions for each problem and to try to answer all the problems.
    b. Have students use a colored pencil for the timed portion. After one minute, collect the colored pencils and have students switch to a pencil for the remainder of the problems.
    c. Students should complete pages 1 and 2 today.

January: Day 19

C. Grid: Update
1. Post one or more calendar markers so that the Calendar Grid is current.
2. Update the Calendar Grid Observation Chart.

C. Collector: Update
1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
2. Post a new paper clock face and draw minute and hour hands on it to show the new time.
3. Update the record sheet.

Assessment: Number Corner Checkup 2, Part 2 (p. 43)
1. Display page 3 of the Number Corner Checkup. Read through the directions and answer any questions. Give students the remaining time to complete the checkup. (If students do not finish, give them more time when convenient.) *Reminder- this is not a reading test. Let students know you can read the problem for them if they need help.

January: Day 20

## C. Grid: 4-Equivalent Fractions (p. 13)
1. Have students get their Number Corner Student Book and a pencil
2. Give students time to review the calendar markers and look for examples of equivalent fractions (must have the same whole)
3. Have students turn to page 24 and read the instructions
4. Call on a volunteer to explain why ¼ was written under the example problem
    a. Give students time to complete problem 1
    b. Call on students to give the answer for each
5. Read the directions for problem 2
    a. Give students time to complete problem 2
6. Extension activity on page 14 of January in Teacher Guide
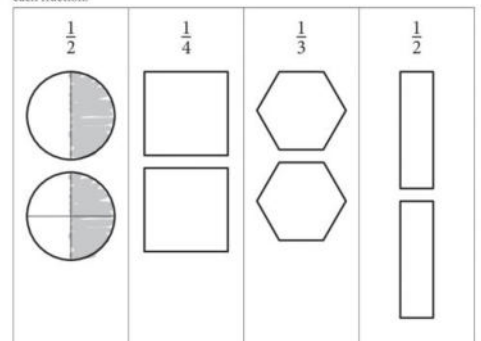
C. Collector: Update
1. Roll two 1-6 dice and multiply the two numbers to find out how many minutes to add to the collection.
1. Post a new paper clock face and draw minute and hour hands on it to show the new time.
1. Update the record sheet.

Fraction Concepts Review

1 Label each fraction.

$\frac{1}{4}$
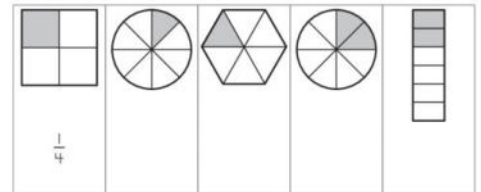
2 Shade in the shapes to show the fraction above. Show two different ways to create each fraction.

$\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$

Number Corner Grade 3 Student Book   24   © The Math Learning Center | mathlearningcenter.org

January Daily Planner

| Day	Date	Calendar Grid	Calendar Collector	Computational Fluency	Number Line	Solving Problems	Assessment
1		**Activity 1** Introducing the Calendar Grid (p. 8)					
2		*Update*	**Activity 1** Introducing the January Calendar Collector (p. 16)				
3		*Update*	*Update*	**Activity 1** Multiplying by Ten (p. 24)			
4		*Update*	*Update*		**Activity 1** Marking Fractions on a Number Line (p. 28)		
5		*Update*	*Update*			**Activity 1** Multi-Step Story Problems (p. 34)	
6		*Update*	**Activity 2** Making Observations (p. 19)				
7		**Activity 2** Comparing Fractions of the Same Whole (p. 10)	*Update*				
8		*Update*	*Update*		**Activity 2** Making Fraction Comparisons on the Number Line (p. 30)		
9		*Update*	*Update*			**Activity 2** Estimating & Reasoning (p. 36)	
10		*Update*	*Update*	**Activity 2** Multiplying by Five (p. 25)			
11		**Activity 3** Comparing & Ordering Fractions (p. 12)	*Update*				
12		*Update*	**Activity 3** Completing the Time Page (p. 21)				
13		*Update*	*Update*		**Activity 3** Freddie the Fraction Frog (p. 32)		
14		*Update*	*Update*			**Activity 3** Equations (p. 38)	
15		*Update*	*Update*	**Activity 3** Scout Them Out (p. 26)			
16		*Update*	*Update*		**Activity 3** Freddie the Fraction Frog (p. 32)		
17		*Update*	**Activity 4** Concluding the January Calendar Collector (p. 22)				
18		*Update*	*Update*				Number Corner Checkup 2, Part 1 (p. 42)
19		*Update*	*Update*				Number Corner Checkup 2, Part 2 (p. 43)
20		**Activity 4** Equivalent Fractions (p. 13)	*Update*				

January Grid Answer Key

About the Pattern:
Shapes- hexagon, circle, rectangle, square
Colors- purple, green, gold, pink, aqua, & orange
Fractions- 1, ½, ⅓, ¼, ⅙, and ⅛
The color pattern supports the repeating fraction pattern
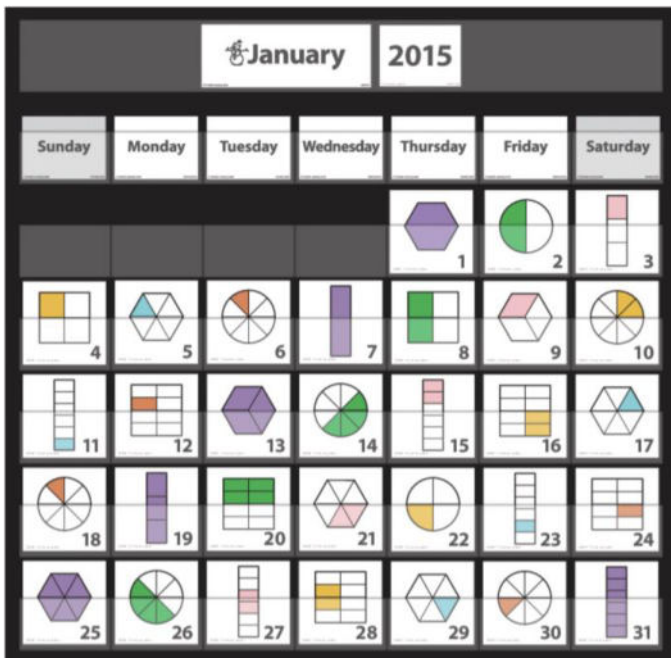
Date	Color	Shape	Fraction
1	purple	hexagon	1
2	green	circle	½
3	pink	rectangle	⅓
4	gold	square	¼
5	aqua	hexagon	⅙
6	orange	circle	⅛
7	purple	rectangle	1
8	green	square	¾ or ½
9	pink	hexagon	⅓
10	gold	circle	²⁄₈ or ¼
11	aqua	rectangle	⅙
12	orange	square	⅛
13	purple	hexagon	³⁄₃ or 1
14	green	circle	⁴⁄₈ or ½
15	pink	rectangle	²⁄₆ or ⅓
16	gold	square	²⁄₈ or ¼
17	aqua	hexagon	⅙
18	orange	circle	¼
19	purple	rectangle	³⁄₃ or 1
20	green	square	⁴⁄₈ or ½
21	pink	hexagon	²⁄₆ or ⅓
22	gold	circle	¼
23	aqua	rectangle	⅙
24	orange	square	²⁄₈ or ¼
25	purple	hexagon	⁶⁄₆ or 1
26	green	circle	⁴⁄₈ or ½
27	pink	rectangle	²⁄₆ or ⅓
28	gold	square	²⁄₈ or ¼
29	aqua	hexagon	⅙
30	orange	circle	⅛
31	purple	rectangle	⁶⁄₆ or 1